CODE OF CONDUCT
EDUCATIVE, PREVENTATIVE AND RESTORATIVE

OVERVIEW

Codes of Conduct are in alignment with all policies and procedures, specifically:

AP 104: District Code of Conduct

Policy 25: Identity, Belonging and Connection and

Safer Schools Provincial Standards for Codes of Conduct Ministerial Order.

- As per the Ministerial Order, all Cowichan Valley schools Codes of Conduct have at their core, the intention to be *educative, preventative, and restorative* in practice and response.
- Codes of Conduct are not a list of school rules.
- The Code of Conduct exists to help make the school a safe, caring, and orderly environment for learning and working.

Educative, Preventative, and Restorative

Conduct decisions will align with District and Ministry Policy Guidelines and will be employed with consistency and equity. Whenever possible, responses will be *educative, preventative, and restorative*, rather than punitive. Students, as often as possible, will be encouraged to participate in the development of meaningful outcomes to promote learning and growth. The primary function of addressing student conduct will be to correct, educate, and develop positive, contributing members of the school community.

Educative	Preventative	Restorative
Providing learning opportunities to understand and reflect on how their actions have impacts.	Proactively creating conditions that keep undesirable actions from happening.	Supporting students to participate in repairing, rebuilding, reinstating, redressing relationships.

All codes of conduct will include special consideration for age and ability:

Codes will be understanding of and sensitive to students with diverse abilities that interfere with their ability to understand or follow the school's code of conduct expectations.

Special considerations may apply in these circumstances. Some students externalize behaviours that may appear to violate the code of conduct. These circumstances should be approached sensitively and case by case in an educative, preventative, and restorative way.
This Code of Conduct must not discriminate against a student who cannot meet a behavioural expectation because of diverse abilities.

A. Statement of Purpose

Our goal at Frances Kelsey Secondary School is to foster a learning environment that is inclusive, welcoming, safe, and supportive, one where every learner feels empowered to grow, learn, and engage with their world.

In pursuit of this goal, the Code of Conduct outlines the shared rights and responsibilities common to the members of our school community. At Frances Kelsey Secondary School, we value our learners' rights to opinion, expression, and autonomy as they align with our community's collective right to maintain a safe and supportive learning environment free of harassment, racism, discrimination, intimidation, and violence in any form. The expectations described in the Code of Conduct apply not only to our premises during the school day but also extend to school-sponsored activities and events in the greater community and behaviour outside of the school day that has the potential to impact our ability to maintain a safe, caring, and orderly environment in the school. This includes an expectation that our community members will maintain a standard of positive digital citizenship that does not negatively affect our school community or student learning.

Our Code of Conduct has been created with the input of our school community as a whole and seeks to give clear explanations of the rising expectations we have for our learners as they progress on their educational journey and the ways we work together to cultivate a positive learning environment for all.

B. Acceptable Student Conduct

It is expected that all members of the FKSS community abide by the BC Human Rights Code by promoting a climate of understanding and mutual respect where all are equal in dignity and rights.
Students are expected to conduct themselves in an appropriate manner when at school, while attending a school function, or field trip.

Examples of Acceptable Student Conduct include, but are not limited to:

- Attend school regularly.
- Engage responsibly in all learning and school activities (be punctual, prepared to work, respecting the learning environment)
- Behave in a manner that ensures the health, safety, and well-being of yourself and others.
- Treat others with respect both at school and in the community
- Use personal electronic devices at the discretion of staff and only for educational purposes.
- Build and sustain healthy relationships within the school community.
- Solve problems in peaceful ways.
- Respect the rights and property of others.
- Adhere to individual classroom rules and all school, district, and community rules and expectations.
- Demonstrate personal responsibility in maintaining the physical environment of the school: keep our school clean.

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- Inform an adult in timely manner of incidents of bullying, harassment, or intimidation.
- Ask for adult help when needed.

C. Unacceptable Student Conduct

Students and staff share responsibility for understanding and following expectations for conduct in the school. Unacceptable conduct includes behaviours that (these are examples only and not an exhaustive list)

- Discriminate against others based on Indigenous identity, race, religion, color, ancestry, place of origin, marital status, family status, age, sex or sexual orientation, gender identity/expression, or physical or mental disability/ability, or for any other reason set out in the Human Rights Code of B.C.
- Interfere with the rights of others to learn or an orderly learning environment.
- Interfere with the emotional well-being and safety of any school member.
- Misuse personal digital devices or school technology
- Contribute to academic dishonesty (plagiarism, misrepresentation of original work)

Acts such as:

- Violence, bullying, intimidation, and harassment (physical, racist, emotional, sexual, social and/or verbal, including on-line)
- Retribution against a person who has reported incidents.

Illegal acts such as:

- Possession or involvement with illegal or restricted substances or associated paraphernalia during school hours or at school sponsored activities (including alcohol, cigarettes, e-cigarettes (vaping) and drugs).
- Physical assault including non-consensual force, attempts and gestures
- Theft or Vandalism
- Possession or use of weapons including replica (toy) weapons; explosives (including fireworks) and pepper or other obnoxious sprays.

D. Rising Expectations

As students grow older and more mature, it is our expectation that they will be held to a progressively higher standard of personal responsibility and self-discipline and will accept increasing consequences for inappropriate behaviour.

E. Consequences of Unacceptable Conduct

Consequences have the following expectations:

- Responses to unacceptable conduct should be consistent, and equitable.
- Wherever possible, consequences should be educative, preventative, and

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restorative, rather than punitive or disciplinary.

- As often as possible, students should be encouraged to participate in the development of meaningful consequences for violations of the code of conduct.
- Culturally appropriate and/or culturally sensitive approaches to conduct and consequences of conduct will always be considered.

Some consequences for students who violate the code of conduct may include:

- Conversation with teacher
- Parent/teacher/ administrator meeting
- Behaviour Reflection Exercises
- Reprimand
- Loss of privileges
- Participation in a conflict resolution / mediation or other restitution
- Referral to counselling or support programs
- Detention, service work
- In-school suspension
- Suspension from school for a period of 1 to 5 days
- Suspension from school for a period exceeding 5 days with a referral to the Board.

Steps to Address Unacceptable Conduct:

a) Notification

School officials have a responsibility to advise other parties of serious breaches of the code of conduct. These parties may include staff, parents/guardians, school district officials, police and/or other agencies as required by law.

b) Prevention of retaliation

The school and the board will take all reasonable steps to prevent retaliation against a student who has made a complaint of a breach of the code of conduct.

F. Personal Digital Devices

There are personal digital device restrictions at school to help foster focused learning environments and promote online safety. Personal digital device means any personal electronic device that can be used to communicate or to access the internet, such as a cell phone or a tablet.

- During school hours (instructional time), digital devices are turned off and put away, unless the teacher requires them for instructional purposes or digital literacy.

- Digital devices are not allowed to be used in areas where privacy is expected such as in washrooms or changerooms.

Students can:

- Use personal digital devices before school, at lunch and after school.
- Use personal digital devices to support accessibility, accommodations, medical and health needs.
- Schools will ensure that all students have equitable and developmentally appropriate access to technology to meet curricular requirements. Students are not required to have their own personal digital device or cellphone at school.

G. Student Suspension

Suspension is one of many strategies in a complex problem-solving restorative process designed to support the student to address unacceptable conduct. Student suspension may be employed as part of the larger intervention process, which will be educative, preventative, and restorative. A parent or guardian, and the Associate Superintendent, will always be notified by the administration in the case of a student suspension.

CONCLUDING STATEMENT:

All Cowichan Valley Schools including Frances Kelsey Secondary, ultimately strive to educate all students to be good citizens and make good choices. When student behaviour does not align the code of conduct, an educative, preventative, restorative approach is utilized. When discipline is involved, our philosophy is to be as least punitive as possible to promote a change in student behaviour.

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